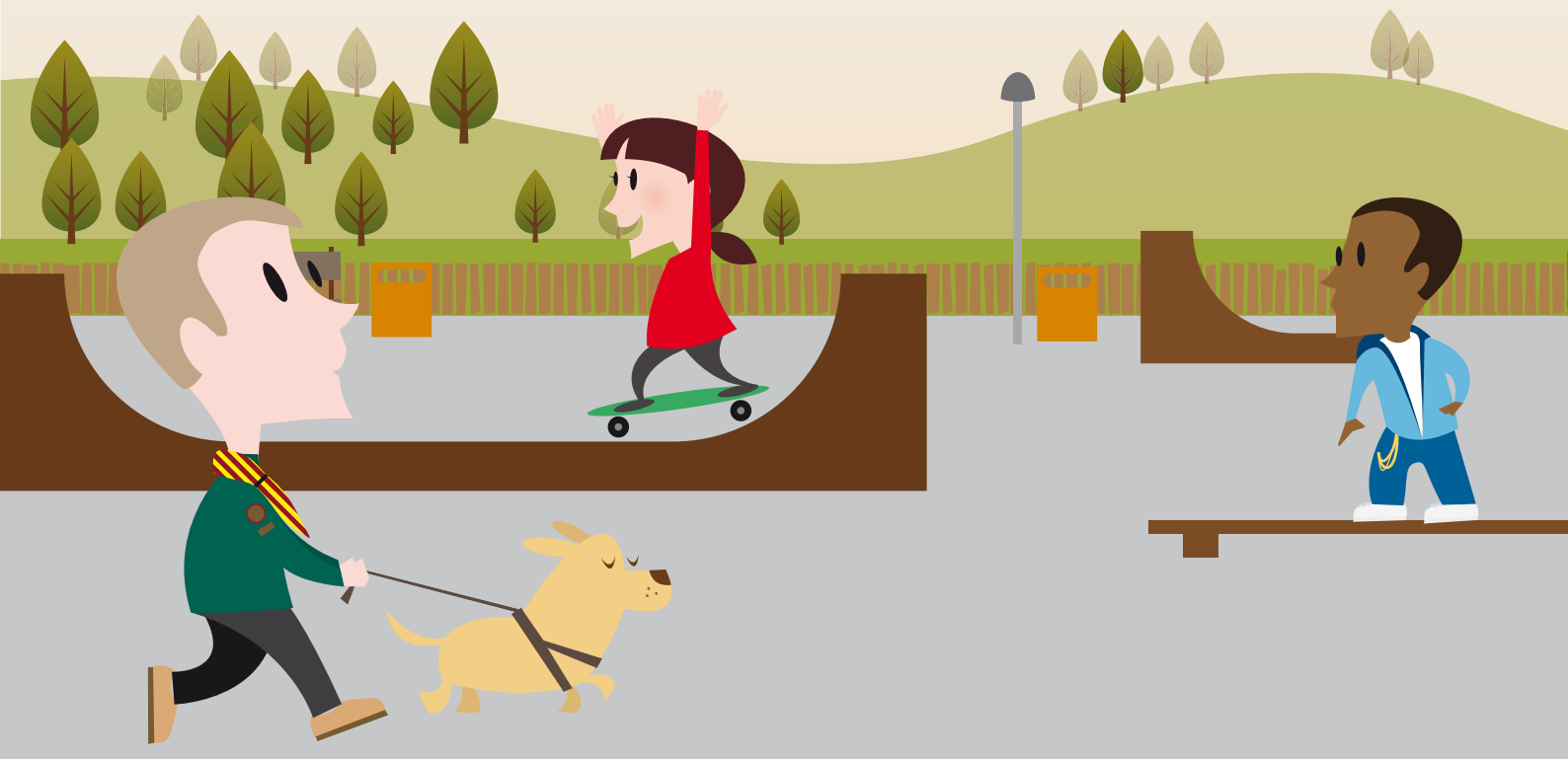


A commitment from
The Children's Plan

Quality, Choice and Aspiration

A strategy for young people's information,
advice and guidance



Quality, Choice and Aspiration

A strategy for young people's information,
advice and guidance

October 2009

Foreword by the Secretary of State for Children, Schools and Families

We want every child to succeed, and we will never give up on any child. That is why we need a radical change in the way Information Advice and Guidance (IAG) is delivered. This strategy will modernise IAG and careers education to make it accessible for today's generation of young people and to keep pace with a rapidly changing economy.

That way we will make sure every young person, whatever their background, can aim for the top and make the most of their talents, whether their strengths are practical, academic or both.

This strategy places schools and parents at the centre of IAG. Many people have anecdotal experiences of poor careers advice and often say if they had their chance again they would have done something different. I want this generation of young people to be able to look back and say their careers advice and guidance was relevant and gave them informed options. In line with raising the participation age to 18, it is our ambition that every young person will get careers education up to the age of 18.

To transform IAG requires a new approach, one that brings together young people, those working in business and older peers, because they are often best placed to provide an understanding of all the different types of jobs young people might aspire to and the qualifications they will need to fulfil their ambition. It is our ambition that every young person should have access to a mentor. So we will increase the mentoring opportunities between schools, businesses and higher education. And we want to provide more help for disadvantaged and disabled young people to access work experience so that all young people - regardless of their background, ethnicity or gender - can realise their full potential.

Children at an early age, even as young as 11 are ambitious for their future, so we want to see schools and parents working together to nurture their aspirations and develop their strengths, whether they are practical, academic or both. Parents and carers play a vital role; they know their children better than anyone and it is most commonly parents that children turn to for advice about their futures. I urge parents to think about the career path their child might want to follow and help them gain experience while young. We will, through this strategy provide support and resources for schools and parents to engage with young people from an early age to talk about career opportunities.

This generation of young people look to the internet for knowledge in most areas. So this strategy signals a step change in on-line advice and guidance so that we can deliver a truly 21st century IAG service with young people able to access IAG on Facebook, YouTube, blogs and other social networking sites.

This strategy has been informed and influenced by the important report 'Fair Access to the Professions' by Alan Milburn and his panel, published this summer. The plans outlined today build on Milburn's report and take forward the majority of the recommendations relevant to IAG.

Now more than ever young people need access to good IAG. This strategy sets out our vision. It puts in place the building blocks for an IAG system which gives every young person the high-quality support they need to release their talents, thus setting them on the path to success.



A handwritten signature in black ink, appearing to read 'Ed Balls'.

Rt. Hon Ed Balls MP
Secretary of State for Children,
Schools and Families



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21st Century IAG: meeting the challenge

Introduction

1.1 Young people need high quality information, advice and guidance (IAG) to help them find their way in the world and make decisions that will set them on the path to success. We want young people to access the support and opportunities they need to:

- succeed in education and continue participating in learning until the age of 18
- make informed choices about their careers and be prepared for the demands of working life
- raise their aspirations and fulfil their potential
- overcome barriers that may be preventing them from releasing their talents.

1.2 This strategy sets out the steps that we are taking to ensure that every young person, wherever they live and whatever their talents, receives excellent IAG. It builds on our Schools White Paper¹ where we said that it was both a moral and an economic imperative to ensure every young person turns 18 with the knowledge, skills and qualifications to give them the best chance of success in adult life in the 21st century. Those students who started secondary school this September will be the first to stay in learning until 18. High quality IAG will be essential in enabling these young people to make the most of the new opportunities that will be available to them.

1.3 The world is changing fast. In spite of the current economic difficulties faced by all countries around the world, the global economy is expected to double in size by 2030, creating up to a billion new jobs in high skill industries, shaped by faster technology and communications, low carbon industries and greater resource efficiency. Markets and industries which have not yet been imagined will emerge.

1.4 In the UK, we are likely to see more opportunities in the knowledge-intensive areas in which we excel, such as research and development, specialist manufacturing, innovation and green technologies and services. Global trends have a major impact on jobs, opportunities and our economy and the demand for high skills. The result will be significant change in sectors such as health, social care and childcare: more people will require a personalised service and standards will need to rise - not least in the overall skills of the workforce.²

- By 2020 there will be 3 million fewer low skilled jobs in Britain than there are today.
- Over 40% of all jobs in 2020 will require a graduate level qualification.
- The top 10 jobs that will exist in 2010 did not exist in 2004.
- Today's learners will have more than 10 jobs by age 38
- Britain will need 324,000 more scientists and engineers by 2014
- In the past 10 years there have been 12 jobs created in the knowledge industries for every 1 created elsewhere³

¹ *Your child, your schools, our future: building a 21st century schools system*, available at:

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=Cm+7588>

² *Building Britain's Future: New Industry, New Jobs*: http://www.dius.gov.uk/~media/publications/N/new_industry_new_jobs

³ Taken from *The world is changing: a new look at Britain in a changing world*, available at

www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=53&pid=536&ctype=TEXT&ptype=Single

1.5 The countries which succeed will be those which make the most of the talents and potential of **all** their citizens, not just a narrow elite, which hinders our economic potential. IAG has a key role in making this happen by unlocking the talents of every young person and ensuring that all young people have the skills and attributes necessary to succeed, so that we can build a more prosperous economy and a stronger, fairer society.

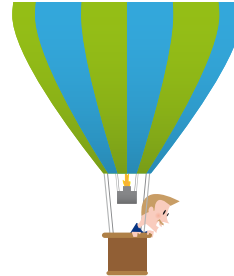
We have to help young people to respond to a dynamic and global labour market

1.6 Young people need a good, well-rounded education, relevant and rigorous qualifications and broader employability skills to prosper in this dynamic world. Young people have more choices than ever before about how and where they acquire these skills: in school, in college or in the workplace. The high quality learning pathways available to young people now put an end to the out-of-date academic-vocational divide which has stifled this country's economic potential for over a century and a half. We must ensure that high quality IAG enables young people to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

We must tackle low expectations and help young people to raise their aspirations and unlock their talents

1.7 IAG helps young people make informed choices about the learning pathway that is right for them and the career opportunities they might pursue. In this way IAG is a powerful driver of social mobility. Excellent IAG excites young people about their future lives and raises their aspirations about what they can achieve. It helps young people to progress to higher education (HE) and opens their eyes to careers in the professions and elsewhere. It also supports vulnerable young people to overcome any barriers they may face to help them fulfil their potential.





56% of children whose parents have a professional career also wish to have a professional career. By comparison, only 13% of children whose parents are in semi-skilled occupations would contemplate a professional career.⁴

75% of Year 7 pupils want to go to university. The majority believe it will help them reach their preferred employment destination or give them a better chance of employment. Pupils from lower socio-economic groups are as likely as their counterparts from higher socio-economic groups to want to go to HE and pursue high status jobs at this stage.⁵

1.8 Some young people lead fragmented lives and need to be engaged and motivated in learning. Cultural or economic barriers limit expectations and stop the brightest young people in some communities from fulfilling their potential. We need to challenge gender stereotyping, so that boys and girls are not put off from entering careers at which they may excel.

1.9 The New Opportunities White Paper⁶ set out our ambitions for increased social mobility, with measures to raise aspirations and promote fairer access to higher education, including encouraging young people from a wider range of backgrounds to apply to the most selective universities.

1.10 Alan Milburn's Panel on Fair Access to the Professions has reiterated the importance of IAG in enabling young people to raise their aspirations and widen their horizons to achieve their full potential.⁷ This document is one of a series of strategies which will be published this autumn to address the recommendations contained in the Milburn report.

Our reform programme: putting young people first

1.11 In *Youth Matters*⁸ and *Aiming High for Young People*⁹ we made clear that services for young people had to be designed and delivered around their needs, and we set out our plans for putting into place Integrated Youth Support Services. In the past progress had been held back by a focus on the individual priorities of single services or organisations, somewhat at the expense of young people. The result was limited

4 Universities UK, Research Report, 2007

5 DCSF research report RB152: *How young people formulate their views about the future: exploratory research*

6 *New opportunities: fair chances for the future*, 2009, available at: <http://www.hmg.gov.uk/newopportunities.aspx>

7 *Unleashing Aspiration: The Final Report of the Panel on Fair Access to the Professions*, available at: http://www.cabinetoffice.gov.uk/strategy/work_areas/accessprofessions.aspx

8 *Youth Matters* (2005) available at: www.dcsf.gov.uk/everychildmatters/youth/youthmatters

9 *Aiming High for Young People* (2007) available at: www.dcsf.gov.uk/everychildmatters/youth/aiminghigh

impact and failure to turn around long standing cultural and economic problems, such as the risk of highly disadvantaged young people with problems in their lives failing to get the extra help they need and being lost to learning very early on. Unfortunately, the future prospects of young people in this situation are very poor.

1.12 We therefore asked local authorities and their partners to reform and improve services around three central, connected challenges:

- how to provide better and earlier help for young people who are facing a range of problems;
- how to provide a comprehensive range of high quality and diverse positive activities that would help young people develop strong 'soft' skills and give them places to go; and
- how to provide better, more tailored IAG to enable young people to make better choices about their learning, health, employment and other important issues.

Challenging stereotypes

Sian O'Leary is a student at Woodside High School in Tottenham who is currently studying the Higher Diploma in Construction and the Built Environment at the College of North East London.

"There was a careers event at my school and I signed up to visit the college where the Diploma is taught for an open day. My favourite subjects were always Design and Technology and Woodwork, so I knew I wanted to do something with a practical element. I liked what I saw and my mum was very keen on what she read about the Diploma, so I decided to go for it. The fact that I am a girl isn't an issue; it hasn't made any difference to the way I am treated by the rest of the students. I am just as capable as any of the lads."

1.13 In 2008 local authorities were given responsibility for Connexions and the ability to decide how best IAG services should be delivered within their local context. To support local authorities we have greatly simplified the funding, targets and responsibilities for young people's services. We have given local authorities the crucial leadership role within Children's Trusts to achieve improvement for all young people, while making it easier for partnerships across services and institutions to come together and form. And we have set out new and important expectations about young people having a significant influence on the design and delivery of all their services.

1.14 Local authorities have responded to this challenge by creating integrated youth support services that are built around the needs of young people and their communities, with Connexions central to their efforts. Different models have been followed across local authorities but they all share the potential for providing more coherent services for young people and better outcomes. And taken with the reforms to young people's education and training, they represent a single, coherent offer of opportunities – in and out of formal learning – to this generation – a massive advance on what has been in place before.

1.15 We have seen real impact on outcomes. At the end of 2008 the proportion of 17 and 18 year olds in education and training was at its highest ever rate, at 79.7%. The proportion of young people not in education, employment or training (NEET) at ages 16 and 17 fell for the third consecutive year, with the proportion of 16 year olds NEET at its lowest level for more than a decade, at 5.2%. We will continue to sharpen our focus on tackling NEETs, particularly in the current economic climate, to ensure that no young person is left behind, and that all are given the opportunity to develop the skills they need to thrive throughout their lives and careers.



1.16 However, there is evidence to suggest that the quality of IAG delivered through Connexions varies quite considerably. If improvement is not forthcoming, we will not hesitate to take further action, in the light of the recommendations of the Panel on Fair Access to the Professions. **We will formally review the quality and effectiveness of local authorities' delivery of IAG in 18 months to two years time.**

21st century IAG: what young people want

1.17 These reforms have provided the foundation for further success. But we have more to do to provide IAG which is universally excellent, and most importantly we need to respond to what young people say about the kind of IAG they want.

1.18 Young people tell us that the support they receive is not good enough, and that too often we do not listen to them when they say how IAG should be provided. A recent on-line survey by the British Youth Council (BYC), National Children's Bureau (NCB) and Young NCB¹⁰ found that only just under 20% of respondents rated the formal career advice they received as 'very helpful'. The results were fairly similar across settings, whether in school, college or Connexions. The clear, overriding message from the survey is that young people today want and expect to secure IAG from a range of sources beyond formal careers advice. In particular, they want to access information on-line, and to make use of new interactive technologies: 'web-based information is now a key route for young people.'

1.19 Many young people are looking as much for inspiration as information. As the Edge Learner Forum has argued, IAG should focus on unlocking a young person's potential and recognise the range of information channels, including informal advice from peers and social networking sites, which shape decisions. Young people want practical, hands-on experience of options.

¹⁰ Young people's views on finding out about jobs and careers, British Youth Council, National Children's Bureau and Young NCB, October 2009

Key findings from BYC, NCB and Young NCB survey

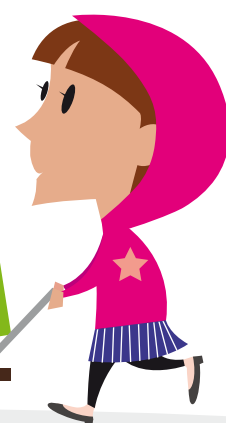
- Young people said that parents (63% of respondents), friends (59.9%) and teachers (58.2%) were key influences on their careers for the future. 60.8% of young people said that they used job and careers websites more than they would use other family members, adverts, newspapers and magazines, or TV.
- 54.5% of 14-21 year olds get their information on careers from the web.
- 57.9% of young people responding said that they got formal careers advice from their school or careers advice service. 54% said they used Connexions.
- 80.2% of young people said they found formal services only 'a little bit' or 'not at all' helpful.

21st century IAG: Excellent IAG

1.20 To respond to young people's views and to reflect the changing nature of the labour market and the demands of working life, IAG needs to be a cumulative, active process, rather than passive or merely a single event. IAG needs to be tailored to the needs and circumstances of the individual young person and to reflect the ways in which young people want to access information and advice. Trusted individuals remain central to IAG, but they may be personal tutors in schools, Connexions Personal Advisers or, crucially, parents and peers; evidence from the NCB survey and from other sources too make it clear that family and friends are key influences on the decisions young people make. The principles underpinning our approach to IAG and this strategy are therefore:

- excellent, personalised and impartial careers information, advice and guidance in schools
- support for parents to help them help their children to make the right decisions
- state-of-the-art on-line IAG resources, accessible 24/7 by young people and their parents, with links into one-to-one advice

'At school you should have taster days before choosing options. Sometimes you have to pick subjects you've never done.'



- Lots of opportunities for young people to get a feel for different courses and careers, through taster sessions and high quality experiences – including both of HE and workplaces
- Opportunities to build a relationship with a respected, successful adult through mentoring or shadowing, especially important for disadvantaged young people who often underestimate their own abilities and how far these can take them
- Access to specialist local help for vulnerable young people and those with additional needs.

1.21 This Strategy is designed to bring these principles to life for every young person, with Personal Tutors in school holding the ring for individual young people, and local authorities in the strategic lead for ensuring that the IAG on offer to all the young people in their areas enables them to fulfil their potential. Getting this right is crucial for local authorities, if they are to fulfil their new statutory duties as the age for participation in education or training is raised. And reflecting RPA we are setting out in this strategy **our ambition to extend the statutory duty on schools and colleges to deliver careers education to young people up to the age of 18.**

1.22 We want to be sure that young people and their parents understand what good IAG looks like. **We are therefore setting out an IAG guarantee, underpinning this strategy, which makes explicit the provision that young people and their parents have a right to receive, enabling them to challenge providers if their services fall short of what they have a reasonable right to expect.** It will be embedded within the new Pupil and Parent Guarantees, which will be introduced (subject to legislation) from September 2010. It will support the delivery of other aspects of the Pupil Guarantee, such as the entitlement to study at least two science GCSEs and, for those who would benefit from a more stretching science curriculum, access to triple science GCSE (physics, chemistry and biology) from September 2014.

The IAG Guarantee

Young people in schools are entitled to:

- Support from a Personal Tutor who knows them well and who can help them to access specialist advice and ensure any learning needs or issues are quickly addressed
- High quality programmes of careers education which help young people to plan and manage their own careers
- Impartial information, advice and guidance about learning and work options including about Apprenticeships, Diplomas, Foundation Learning and GCSEs/A levels)
- Information, advice and guidance about the benefits of higher education and how to access the opportunities that it affords
- A programme of work related learning (in Years 10 and 11), giving young people direct insights into the world of work

All young people are entitled to access, through wider commissioned services:

- One to one advice and support from a local specialist Connexions adviser when needed
- Information and advice by telephone and on-line every day (including evenings and weekend) through Connexions Direct
- Further specialist support from local services as needed
- Information on all local learning programmes for 14-19 year olds via their local 14-19 prospectus
- Support for young people to move to adult information, advice and guidance services when they reach the appropriate age
- The ability to apply for post-16 learning opportunities on-line through a Common Application Process by 2011

Schools and colleges at the heart of IAG delivery

2.1 The experience of young people at school and college has a profound influence on their choices and aspirations. Everyone in the school or college workforce can potentially shape young people's views and influence their expectations of their future learning and career opportunities. It is essential that schools and colleges provide IAG that is specific to the circumstances of the individual young person and that it is impartial – delivered in the interests of young people and not influenced by any other motive apart from the success of the individual concerned.

2.2 Good IAG in schools and colleges includes:

- providing high quality programmes of careers education
- embedding information about learning and work pathways into the wider curriculum
- supplementing careers education provision with arrangements for individual young people to receive personalised information, advice and guidance
- establishing effective partnership arrangements with external IAG providers.

2.3 School and college leaders must demonstrate visible ownership of the drive for improvements in IAG, providing young people with the understanding and skills they need to make effective decisions about learning and work. It is the responsibility of the head teacher or college principal, the senior leadership team and the Governing Body to ensure that all students have access to, and receive, appropriate support. **We want to see in every institution a member of the leadership team appointed with responsibility for IAG. And we would wish to see each Governing Body have a lead Governor on IAG and employer engagement, preferably one from the business community.**

Supporting schools and colleges to deliver impartial excellent IAG

2.4 New statutory duties require schools to deliver impartial careers education. **Alongside this strategy we are issuing statutory guidance to support schools in carrying out their statutory responsibilities.**¹¹ This will embed the principles of impartial careers education, which are set out in Annex 1 to this strategy. The best schools reach out to the wider community and forge partnerships for mutual support. We expect schools to deliver careers education, and IAG, in partnership with a wide range of other bodies, including employers, HE institutions, and third sector organisations.

2.5 As the age of participation in learning is raised **our ambition is to extend the statutory duty for careers education in schools and colleges up to age 18.** In drawing our conclusions on whether to extend the duty we will also consider how to ensure that contracts with private training providers and employers reflect the need for careers provision and how we could implement this major reform.



¹¹ Statutory guidance for schools on impartial careers education, published alongside this strategy.

2.6 We will support schools and governing bodies to deliver these requirements in the following ways:

- **The statutory guidance on impartial careers education will be accompanied by a resource pack** to help school leaders to review and improve their provision.
- **The National College for School Leadership and Children's Services will provide guidance and run regional events on effective practice to support successful leadership of IAG within schools.**
- **We will provide help for School Governors, and School Improvement Partners will also be asked to support head teachers in this area.**

2.7 Schools play a vital role in both providing and coordinating IAG for their children and young people.

From September 2010, every secondary school student will receive personal tutoring from a single, named, member of staff who knows them in the round, has an overview of their progress and can signpost them to additional resources, support or advice that will help them to address any learning needs or issues, so they can achieve their potential. Personal tutoring will be key to understanding what motivates each young person. Staff providing personal tutoring will be well-placed to help develop pupils' abilities to make decisions about subject and qualification pathways, both by providing a first line of IAG and by referring young people swiftly to a wider range of expert IAG services when specialist help is required. Excellent models are already in place in some schools, demonstrating how programmes of personal tutoring provide that focus on progress and a first line of support for IAG. **We are working with the Training and Development Agency for Schools (TDA) to develop a programme of support and guidance to enable schools to develop their approach to personal tutoring.**



Bridgwater College – personal tutoring model

Bridgwater College's model for personal tutoring recognises that tutoring is a guidance process, which focuses on the individual student and assists them to achieve their chosen qualification.

Pre-Entry tutoring will:

- provide the information and advice to enable applicants to make informed choices
- implement equitable and objective selection procedures based on explicit entry criteria
- refer candidates to guidance or alternative provision where appropriate.

At entry the tutor will help students to:

- review individual achievements, assess learning needs and clarify goals
- Understand, anticipate and plan to meet the demands of their learning programme.
- Make effective use of all learning resources: personal, peer, programme and college

During the course the tutor will:

- monitor attendance and time management

- assist students to identify and anticipate barriers to successful learning
- make appropriate referrals to support services
- give feedback on performance and evaluate their progress

and help students to:

- clarify their career goals and make informed choices
- review their achievements and update their action plans
- assess their learning needs
- identify their goals and agree action
- recognise and record achievements

At exit the tutor will:

- follow up and monitor early leavers
- provide each student with a summary of their achievements and a reference as required
- help students to access progression opportunities
- monitor destinations



2.8 In support of staff providing personal tutoring, subject specialist teachers should be able to relate their subjects to future learning pathways and the world of work and give advice about progression in those subjects. This will help to ensure that young people's decisions at 14 and 16 are informed by a better understanding of the implications of their choices for their future learning and career progression. For example, undergraduate entrants to medical schools will generally require chemistry and at least one other science A level. Such requirements need to be made clear to students at an appropriately early time, to allow them to make meaningful and informed decisions.

2.9 The new learning routes at 14-19, including Diplomas and Apprenticeships, provide more choice for students to achieve at a higher level, and all young people must be made aware of these opportunities. We will support schools through guidance and training to provide better advice about decisions at 14 and 16, taking full account of new routes to HE, including progression from Diplomas and Apprenticeships.

2.10 Good progress has been made in showcasing the exciting careers available to young people studying STEM (Science, Technology, Engineering and Mathematics). And support from the Training and Development Agency for Schools (TDA) has helped science teachers relate their subject to particular careers. Such support is fundamental to enabling all young people to take up their right to study subjects such as science and a language at Key Stage 4, and in meeting our commitment that all pupils in maintained schools have access to triple science GCSEs by 2014. We will develop guidance and resources that will help teachers to embed information about careers and learning opportunities within other subject teaching, to ensure that young people understand the full range of possibilities that are open to them via different subject routes.

IAG supporting take-up of STEM subjects

In March 2008, the Government launched a campaign to encourage more young people to take science and maths A levels. At the heart of this initiative is the need to improve the quality of STEM careers guidance to encourage young people to choose these A levels. A comprehensive media campaign including TV and radio adverts has highlighted the opportunities open to young people who choose to study STEM subjects.

STEM careers information is also available on the website www.futuremorph.org providing real life examples and information for young people aged 11-19, teachers, careers staff and parents.

The Government has also commissioned the Centre for Science Education at Sheffield Hallam University to develop support for teachers focusing on how teachers can increase young people's understanding of the nature of STEM careers. Support will include short programmes on Teachers TV, CPD modules, IAG professional support and new information on STEM work placements.



2.11 Developing the capacity of the school and college workforce to deliver effective programmes of careers education and personalised IAG is a key challenge for school and college leaders. We are providing help in a number of ways:

- Recent research¹² points to many careers co-ordinators in schools receiving inadequate training and support, suggesting many would benefit from additional training to develop the skills and competences they need to do the best possible job. **We will explore with groups of schools and HE institutions how we might develop new qualifications to meet the needs of careers co-ordinators so that they are more effective in leading the careers agenda within their schools.**
- The TDA has produced guidance and resources to support careers education teachers and other school staff with responsibilities for providing young people with information and advice about learning and work.
- We will encourage local authorities, through Connexions services, to support schools and colleges as they seek to raise the quality of their careers related provision.
- Classroom materials included within the resource pack that will accompany the statutory guidance for schools have been developed to make it easier for 'non-expert' careers education teachers to deliver key learning outcomes from careers education programmes.
- **We will work with the Learning and Skills Improvement Service (LSIS) and other partners in the further education sector to ensure that support is provided in line with our ambition to extend the statutory duty on schools and colleges to deliver careers education to young people up to the age of 18.**

2.12 We will also consult with the relevant unions to clarify whether the school and college workforces need additional support to improve the quality of careers education/IAG and how we might provide such support centrally.

2.13 Beyond support for the existing workforce, we need to ensure that there are enough well-trained careers professionals to support young people to make the right choices. **We are therefore establishing a Task Force on the Careers Profession to look at what might be done by employers, the profession and the Government to: attract well-qualified people from all backgrounds to the profession; retain and motivate effective careers professionals already in the workforce; and ensure that professional practice is of a high standard and that careers professionals receive the support they need to improve. The Task Force will report in summer 2010.**

2.14 Questions about learning and work pathways are not always addressed to careers specialists. All teachers (and some support staff) may be asked to provide information and advice on 14-19 pathways and on learning and progression pathways from their own specialist subject, including into Higher Education and into work. The TDA's guidance on the Qualified Teacher Standards makes clear that "trainee teachers need to be...familiar...with the range of curriculum options available to learners, and the major implications of the choices offered". Initial Teacher Training (ITT) programmes should now reflect this expectation. Newly qualified secondary (and FE) teachers will be expected to understand, and be able to provide information and advice about, the full range of 14-19 learning pathways.

Apprenticeships

Apprenticeships provide a programme of learning and qualifications, completed in the workplace, that give young people the skills, knowledge and competence they need to progress in their chosen career or industry. Increasingly they are becoming a mainstream choice for young people, offering routes into successful careers and opportunities for progression to higher education. And they will play a key role in supporting the raising of the participation age. But there are concerns about the quality of the information and advice young people receive about Apprenticeships currently. We are addressing these concerns through:

- the statutory guidance for schools which sets out 'key information' on Apprenticeships (and other post-16 learning routes) that schools should provide as part of their programmes of impartial careers education
- a clause in the Apprenticeships, Skills, Children and Learning Bill which will require schools to provide information on the main post-16 learning routes, including Apprenticeships
- providing quality information and advice to all year 7 students through the 'Moving Up' booklet.

This engages young people at an earlier age enabling them to make informed decisions about their pre and post 16 options

- a dedicated National Apprenticeship Service with learner services that will help guidance professionals to provide accurate information
- briefing sessions for practitioners in schools, colleges and Connexions services giving the latest information on 14-19 options including Apprenticeships
- new classroom materials on Apprenticeships and an on-line resource for practitioners, available via www.cegnet.co.uk.
- a new National Apprenticeship database of employers who are interested in working with schools
- a new, improved website www.apprenticeships.org.uk with information about the range of Apprenticeships, access to mentoring and a vacancy matching service (which can identify, at the level of individual schools, how many young people are registering on the site and applying for vacancies.)

2.15 For the post-16 sector we have asked LSIS to identify leaders from across the sector to champion IAG. **In collaboration with the National College, LSIS will deliver programmes and events for leaders to raise awareness of IAG.** The champions network will provide a focus for sharing effective practice.

2.16 Our 21st Century Schools White Paper makes it very clear that no individual school alone can provide for all the needs of their pupils. When young people want advice and guidance that cannot be provided from within the school or college's own resources, 14-19 Partnership arrangements should facilitate the support they need from external specialists such as Connexions and others. Forthcoming resources for schools will include a 'Model Partnership Agreement for schools and Connexions services', developed with local authorities and schools and based on current good practice.

IAG in Primary Schools

2.17 High quality IAG is a process that needs to begin in primary schools. The proposed new primary curriculum which we plan to introduce in 2011 will strengthen younger children's understanding of the world of work. The subject of economic wellbeing will feature in the primary curriculum for the first time.

2.18 To support the new curriculum pilots of careers-related learning in Key Stage 2 are about to start. These will explore best practice in delivering careers related learning for this age group.

2.19 The National Council for Educational Excellence (NCEE) has recognised the importance of providing young people, particularly those who have no family experience of university, with an early introduction to higher education. Fifteen Aimhigher Partnerships, which already work with schools to raise aspirations towards higher education, will also commence pilot work shortly with primary schools, looking specifically at providing primary pupils with experience of HE. This is in addition to the existing National Primary Network, which provides guidance and training through local partners to support primary schools.

2.20 Secondary schools should work with primary schools to build on careers related activity within Key Stage 2, because decisions made at the point of transition from primary to secondary school can have a real impact on the direction young people take in their early years of secondary school. We are developing extended studies to help with the transition from Key Stage 2 to Key Stage 3. Pupils would begin an extended study at primary school and complete it at their secondary school. Teachers will have the flexibility to decide what best meets the needs of their pupils but studies could include projects focused on Personal, Social, Health and Economic Education (PSHE), on the world of work and on their learning at school is important for their ambitions and achievement later in life.



The BXL Primary Enterprise Challenge

The Challenge provides primary pupils with an opportunity to engage in a stimulating project that develops their ability to think 'outside the box', and reinforces the relevance of the school curriculum through links with the world of work.

This year the challenge was for schools to adopt a charity and to find innovative ways of raising money for it. In July 2009, children and teachers from twenty-two primary schools in Birmingham arrived at the city's Council House to take part. The children had to form a company, adopt roles, seek funding as a start up grant, formulate a business plan, carry out market research, locate resources and create a product and market it or plan and host an event. A member of staff co-ordinated the project in school and Education Business Advisers helped to find appropriate businesses to support and provide the real life experience.

Accountability and monitoring arrangements

2.19 We will also put in place accountability and monitoring measures to support delivery:

- As we made clear in our Schools White Paper, IAG is included in the new Pupil and Parent Guarantees (to be introduced in September 2010, subject to the passage of legislation through Parliament), with clear routes of redress for parents where complaints about failures in delivering the Guarantees have not been properly addressed at the local level.
- The focus on IAG has been strengthened in the new, revised Ofsted evaluation inspection schedule. The schedule, which sets out what inspectors evaluate, and the school self-evaluation form (which helps schools to self-evaluate their work and is used as a basis for inspection) have both been revised so that careers education and IAG now influences a range of issues on which inspectors are required to form judgements.
- From 2011 the School Report Card will report annually on outcomes across the breadth of school performance. We are current consulting on the design of the School Report Card, including on the inclusion of a post-16 progression measure, which would give a good indication of the impact of IAG. We are consulting on including parental feedback on the quality of IAG received by their children.
- We will be issuing further guidance to School Improvement Partners (SIPs) and Governors following the issue of the statutory guidance on careers education to schools

2.20 **Post-16 learning providers** are already assessed on the IAG they provide through Ofsted's Common Inspection Framework for post-16 learning providers. And the Framework for Excellence (FfE) also provides a basis for assessing their performance including on the quality of the information and advice delivered.



Helping parents to help their children in making the right decisions

Why an IAG strategy must also take parents into account

3.1 Some surveys of young people's views indicate that they are more likely to go to their parents than anyone else for trusted guidance about their choices concerning courses, qualifications, training and jobs.¹³ As parents usually know their children best of all they are uniquely placed to offer the insightful advice that young people often need when these important decisions have to be made, as well as the encouragement and support so young people make a success of whatever they decide to do.

3.2 But studies are also clear that many parents worry about their ability to give their children really well informed, up to date advice. There are now more learning routes to choose from compared to even five years ago. This is especially true for young people who prefer a practical style of learning; new Diplomas and Apprenticeships mean there are many more opportunities potentially open than were on offer to today's parents when they were teenagers. This greater choice is widely welcomed but parents want and need more information.

3.3 The parents of young people who started secondary school in 2009 will be the first whose children must stay in learning to the age of 18. It is very important that they appreciate the benefits of continuing in education and training at 16 and are helped to support their children's decision making.

3.4 Parents' views are very important when young people are considering further and higher education, and it is important that they have all the information they need about the opportunities, benefits and costs of further study and the financial support available for further and higher education.

3.5 It is equally apparent that the best job prospects for the future are often rather different from those of a generation or more ago. Some careers remain as attractive and rewarding as ever; but new jobs in the green economy and the creative industries, for example, now offer much more promise than could possibly have been imagined before.

Improving the information available to parents

3.7 Clearly it is important that such information is presented in ways that are user-friendly and easy to access for parents, in addition to being completely reliable, authoritative and consistently up to date.

3.8 We have already made a start. 14-19 prospect uses provide parents, for the first time, with easily accessible information about the full range of courses available locally.

3.9 Connexions Direct, www.connexions-direct.com, provides additional information for parents and an opportunity to talk directly with trained advisers. We also publish annually the "Choices" booklets, ("Which way now" for Year 9s and "It's your choice" for Year 11s), which contain pull-out supplements to help parents understand the options available.

3.10 Now we need to build on this good but relatively modest start to transform the quality of information and advice available to parents, and its accessibility, so they can help their children to do well.

3.11 Working with our Parents' Panel and with third sector organisations that support parents **we will therefore make significant improvements to the information available to parents on learning and work opportunities for young people; and we will also provide new and improved resources to meet parents' needs.** As well as comprehensive guidance on modern qualifications these may well include video clips showing the style of interviews young people are likely to encounter when seeking a university or college place; advice on how to help young people work through their study choices; and articles on how to make sure they get the best from work experience.

3.12 We will also ensure that these enhanced resources are signposted from other places where parents often go to for support. For example: DirectGov (www.direct.gov.uk), which brings together information about services and signposts parents towards other, targeted, on-line information; the help lines and web-services for parents funded through Parent Know How (www.dcsf.gov.uk/parentknowhow/) and delivered through third sector organisations, such as the national Parentlineplus telephone helpline (on 0808 800 2222) and its site targeted at parents with teenagers – www.gotateenager.org.uk; and the dedicated section of information for parents on the Apprenticeships website – www.apprenticeships.org.uk/Parents.aspx.

Raising aspirations in families and communities

3.13 Parental aspirations are tremendously important in helping children to succeed, but it is difficult for parents to set high aspirations for their children if their own experiences have led them not to place much value on education and training and to expect little for themselves and their children in terms of sustained, rewarding employment. It is also asking a lot for parents and young people to be positive about the future if they live in areas where underachievement and worklessness seem entrenched, and opportunities scarce.

3.14 Raising aspirations is a major concern for all the agencies working in such localities and is a key element of regeneration strategies and of efforts to tackle worklessness, poverty and inequality. It is important that these initiatives seek to work with adults as parents as well as seeing them as individuals; not only do parents need information and advice for themselves, they also need it for their children. For this reason the wide range of practical support offered by Jobcentre Plus and, from August 2010, the new adult advancement and careers service to help parents return to the labour market, has the capacity to reinforce this IAG strategy too.

3.15 All local authorities already have Choice Advisers to provide support to parents who find the secondary school admissions process especially challenging, or who are reluctant to engage with it. In particular, Choice Advisers typically aim to help families on low incomes, parents with literacy difficulties and those whose first language is not English. We will ensure that Choice Advisers are able to signpost parents to support on IAG.

The responsibilities of schools and colleges to involve parents

3.16 In discharging their responsibilities to provide young people with excellent, personalised and impartial IAG, schools and colleges must also remember to involve parents appropriately too. This is a specific element of the broader work schools and colleges must do in creating and sustaining a partnership approach with parents. It is also a key expectation in the new statutory guidance for schools. **To help schools involve parents we will provide materials to help schools canvass parents' views effectively but in a simple and non-burdensome way, as part of their regular reviews of careers provision.**

3.17 **We will also develop resources to help staff in FE colleges, Connexions and youth services to support parents in helping their children to make good decisions about courses, qualifications, training and careers.** We will expect local authorities to ensure that those caring for Looked After Children are given the support and information they need to enable them to provide careers advice and support to their children and young people.

3.18 From September 2010 every secondary school pupil will receive personal tutoring from a named member of staff. **Staff providing personal tutoring will be the main point of contact between a parent and the school.** They will be expected to know the pupils they are tutoring well, and to help them to achieve their potential. Personal tutoring should help parents and carers to support their children's decision-making more effectively.

3.19 In our Schools White Paper we committed to introducing a Parent Guarantee in 2010. The Parent Guarantee will make clear that every parent should expect to receive high-quality information and advice through school about the career and subject choices open to their child.

3.20 We will also introduce new, more personalised, Home School Agreements. These will be reviewed at least annually and we will expect them to cover career-related activity.

3.21 Where parents have not had concerns about the delivery of the Parent Guarantee addressed properly at the local level, or if they feel the school is failing to live up to their side of the Home School Agreement, there will be clear routes of redress. The strengthened place of careers education and IAG within the new Ofsted inspection schedule will give parents greater confidence in the quality of provision in their child's school. In addition, as part of the Comprehensive Area Assessment (CAA) process, Ofsted will consider how well local services gather, analyse and act on the views of parents and carers as well as those of young people.



Raising aspirations through wider choices and experiences

New ways to raise aspirations

4.1 We want all young people to fulfill their potential so we must tackle low aspirations and challenge the stereotypes that can sometimes constrain young people's choices and their ambitions for the future. Excellent IAG can help develop high aspirations by enabling young people to experience at first hand a range of careers and by providing peer support and mentoring that challenge negative stereotypes.

4.2 The Milburn report recognised that raising young people's ambitions and challenging misconceptions is often best done in partnership. Where pupils may have little or no family experience of HE, or work in the professions, schools may need to draw upon the support of a wide range of partners – universities, professional bodies, professional associations and museums and galleries. These organisations share our ambition for greater social diversity within the professions and the Milburn review has challenged them to engage with disadvantaged young people earlier in their lives.



Future First

Future First has worked with William Ellis School, an all-boys comprehensive school in inner London, to raise pupils' aspirations. Future First has established a network of former pupils, now pursuing a range of careers – doctors, football coaches, architects, sound technicians and entrepreneurs – to whom current pupils have access, both through on-line resources and through in-school events.

Future First has developed a bespoke programme for the school, responding to specific concerns and needs, and providing a curriculum for 900 students in Years 10-13. Activities include a series of events with alumni focusing on how exam experiences relate to current jobs, support in accessing on-line resources, and a range of work placements for pupils, including over 50 days of work-shadowing opportunities with leading barristers. Malcolm Rose, Deputy Head, said, 'Future First provides a great way for my pupils to learn about careers and skills. Former students can be inspirational yet approachable role models and their interaction with current students raises their aspirations about what they can do in the future.'

Expanding mentoring

4.3 We know that mentoring can dramatically improve the likelihood that young people will stay in learning post 16 and go on to achieve success, contributing to more equitable outcomes for all young people. So we want to encourage greater use of mentoring.



Manor College

Manor College in Hartlepool places great emphasis on drawing on the experiences of former pupils to inspire the current generation of students. Manor College alumni are invited back to speak to current pupils and their parents at a series of Presentation Evenings. They have been able to share experiences such as: training for, and achieving, qualified commercial pilot status; performing on the West End stage; national athletic success at the English Schools Championships; and success in higher education, leading to legal training. Their speeches emphasised the importance of pursuing their dreams, but also of making the most of the opportunities available to them at school and through post-16 education. The school views its former prefects and head boys and girls as its greatest ambassadors.

4.4 Younger students particularly value support and advice from their peers when discussing future careers, as peers provide them with an accessible point of contact and communicate in ways with which they can strongly engage. Peers usually also have an understanding, through recent experience, of the challenges younger students face and the options available. They are also often really pleased to help in this way, which recognises their achievements.

4.5 This year will see the national roll out of the Aimhigher Associate scheme, following a successful pathfinder phase. Aimhigher Associates are undergraduates who work with young people from disadvantaged backgrounds as they make key decisions about their future, particularly about applying to university. The Associates are often from similar backgrounds to the young people they support and can relate to the pressures they face. When the scheme is fully in place we estimate there will be around 5,500 Associates mentoring 21,000 young people.

4.6 To increase access and the availability of mentoring support we **will also develop an on-line mentoring resource by the end of 2010**. This will help young people by combining a range of support, from peers to professionals, in one convenient web location. This would typically involve a young person registering on-line for advice. They would then have access to a list of volunteer mentors with the appropriate knowledge or experience. Mentors would be automatically notified when new requests arise, and would be able to advise on a wide range of topics.

4.7 To encourage more effective practice by schools and colleges **we will commission research to identify good practice in the use of mentoring (and experiential learning) and disseminate this widely**.

IBM – MentorPlace

IBM believe they have a significant role to play in promoting the value of education and key skills to children and young people. As a provider of business services and technology solutions their knowledge based business depends for its sustainability on access to well educated individuals – who might either become employees, clients or simply users and beneficiaries of their products and services. Within this broad context IBM attaches particular importance to the development of Science, Technology, Engineering and Maths knowledge and skills. One of their programmes is MentorPlace, an e-mentoring programme that partners IBM employees with students in selected schools to provide them with study support, information on careers, and an opportunity to find out what it's really like in the workplace.

- support mentoring for young people in and outside school, boosting progress towards our ambition that every pupil should have access to a mentor
- provide new approaches linking businesses to schools and colleges, raising aspirations for the world of work and access to the professions
- enable students and graduates of universities to share their experience with young people in communities who have little ambition for HE
- provide innovative on-line provision or use interactive technology creatively, responding to young people's wish to access IAG in new ways
- meet parents' needs for IAG.

As with all other grant schemes funded by the YSDF there will be a particular focus on support for disadvantaged young people and their parents.

4.8 Many organisations, including youth and parent-led organisations in the third sector, are leading the way in showing how to reach young people and parents in ways that capture their imagination and speak with the authority of practical experience. They are supporting mentoring services for young people and providing ways to join up schools and colleges with employers and the world of work. We want to promote such new approaches and develop the capacity of those organisations. **We will make £10m newly available through the Youth Sector Development Fund (YSDF) specifically to support the development of IAG that responds to the needs of young people.** We want to develop the capacity of organisations that provide young people with access to the world of work and opportunities to explore FE or HE. Our priorities for development funding will be organisations that:

4.9 There is a major challenge to find more people who can act as mentors. We want more people from higher education, from the professions and from the wider world of business to step and offer support to young people in achieving their career aspirations.

We will be appointing champions from the business community and from universities to lead this drive.

4.10 **All these new measures will be backed by a major communications campaign supported across Government to take forward the aims of the Panel on Fair Access to the Professions.** In partnership with employers, voluntary organisations, universities, professional bodies, schools and colleges we want through this campaign to inspire young people to consider different careers and see entry to the professions as an option that can be within their reach.

Schools, colleges and business working together for young people

4.11 Effective partnerships between education and employers can make a real difference to young people. Work-related learning gives direct insight into the world of work and can have a profound impact on a young person's ambitions and aspirations, motivating them to participate and to achieve by making learning seem much more relevant and engaging.

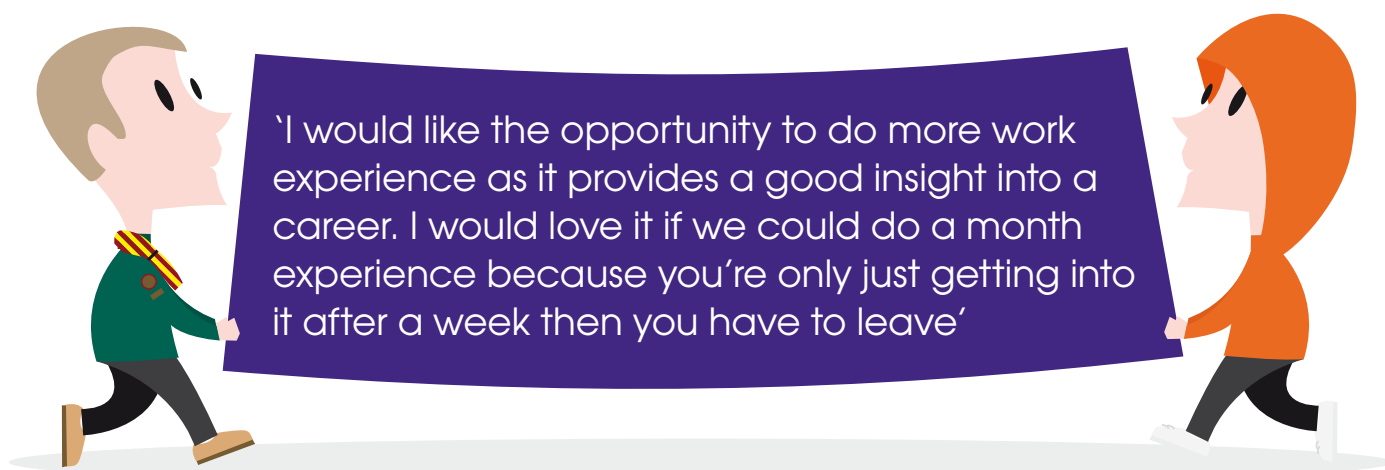
4.12 We need to communicate, through and with schools, colleges and Education Business Partnership Organisations that there are many ways for employers to make a contribution to young people's education. Employers can get involved with mentoring, local competitions and challenges, work tasters and careers talks as well as the more traditional work experience placements. We need to showcase the excellent practice that already exists and the creation of the new Education and Employers Taskforce represents a significant step forward in our ability to do so.

4.13 The Taskforce, which is led by senior figures from business and the public sector which is supported by DCSF, has committed to helping to deliver tangible improvements in employers' contributions to IAG. The Taskforce has already begun its work and has

produced guides for teachers and employers which showcase the excellent work that is taking place. These resources explain in clear and simple terms how schools can go about accessing support for young people from employers. For more details see www.teachers-guide.org and www.employers-guide.org. The Taskforce is also working to see how technology can make it easier for employers to come together with schools, wherever they are: www.businessinschools.co.uk.

4.14 The Taskforce is supported by a number of expert groups. **One of these groups, led by David Cruickshank of Deloitte, will review the role of employers in the delivery of this strategy and the extent to which their needs are met, and will identify best practice in employers supporting IAG.** This review will report in the summer of 2010.

4.15 As well as offering a variety of activities to engage with young people we also need employers to help point young people to the areas where there will be opportunities for them in the future. For example, employers can give insight into the future new low carbon industries and technologies and the potential career opportunities that these can provide.



Channel 4

Channel 4's '4Talent' offers 14-19 year olds to learn about the media and develop their skills. It encourages partnerships between individuals, employers and the creative industry, to break down barriers to entry and demystify the routes to unlocking new talent. The 'talent pipeline' includes Work Experience, Inspiration Week and Generation Next - 10 week paid placements to work at Channel 4 in a range of departments. In 2010 channel 4 will re-launch and expand the programme to cover 14-25 year olds, in conjunction with Microsoft and UnLtd. It will not only create opportunities for people to understand and explore the skills required by employers but also encourage and nurture entrepreneurial spirit, key to the development of the creative economy, now and in the future.

Improving work experience

4.16 Work-related learning has been statutory for 14-16 year olds since 2004 and it covers a wide variety of activities, including work experience, enterprise education, workplace visits, mentoring and careers talks from employers, and curricular projects based on real work situations.

4.17 High quality work experience can help to embed IAG right across the curriculum, informing the choices young people have to make. We estimate that 95% of young people take part in work experience and we know that it helps young people to develop the skills they need for employment. The CBI's *Time Well Spent* report¹⁴ found that 'almost 90% of respondents thought that work experience helped to improve their skills needed for work'. However, there are still too many examples of young people undertaking work experience that does not offer them a sufficiently meaningful insight into what the workplace is really like.

4.18 All young people taking the new Diplomas must undertake 10 days work experience. This requirement is leading to innovative and high quality work experience placements for Diploma students and also to professional development placements in industry and commerce for Diploma teachers. The Ofsted report on Diploma delivery¹⁵ found that 'employers had helped with planning courses through the development of assignments, teaching materials and projects linked to work placements. In many of the consortia they were providing work placements, speakers and visits.'

300,000 employers offer work experience placements to more than 500,000 young people every year



¹⁴ *Time Well Spent: embedding employability in work experience*, CBI, 2007

¹⁵ Implementation of 14-19 reforms, including the introduction of Diplomas, Ofsted, 2009

Microsoft Ltd supporting Diploma delivery

The Diploma in Information Technology was one of the first five Diplomas introduced in 2008. Rachel, a student at South Holland Post 16 Centre at Gleed Girls Technology College in Lincolnshire took part in work experience with Microsoft Ltd, one of thousands of companies involved in Diplomas. Microsoft offers direct insight into their business, including presentations from the full range of occupations it employs and helps to develop functional skills such as Maths and English. Rachel says "I like the way we are learning. It's not just about passing units and exams. It is just like working for a company most of the time. You feel very special and the teachers really enjoy it too so are very enthusiastic"

Clare Riley, Group Manager, Education Relations for Microsoft, says, "relationships between business and education are absolutely key. We are passionate about having the right talent base for our business."entrepreneurial spirit, key to the development of the creative economy, now and in the future.

4.19 Local authorities, 14-19 partnerships and the National Apprenticeship Service all have important roles to play in engaging employers in support of young people's learning. Partnerships between employers, schools and colleges focus on a range of activities, including employer involvement with work-related learning, employer links relating to STEM, delivery of Diplomas, and support for leadership and governance. We have published best practice guidance and case studies¹⁶ for schools and employers to support the development of such partnerships.

4.20 The CBI's 2009 Emerging Stronger education and skills report said that 85% of employers who responded to their survey provided work experience.¹⁷ The report reinforced the crucial role of work experience in fostering employability skills among young people – the generic competencies of business awareness, the ability to apply IT, literacy and numeracy skills, team-working and self-management. Seeing what they are learning at school or college being applied in action in a workplace can inspire young people, raising their aspirations and reinforcing their commitment to continuing their studies and training. It brings it all alive and makes it clear what all their hard work is for. That is why we want every young person to benefit from personalised, relevant and really high quality work experience.

4.21 Many schools are rightly proud of their work experience programmes. They are carefully constructed and well thought through, so that they deliver what young people need. But provision is highly variable, so we are taking a number of actions to ensure that young people receive the best possible experience. We also need to engage more employers in providing placements that provide high quality, meaningful opportunities for young people.

4.22 The CBI agrees that there is scope to engage more employers and our employer engagement strategy aims to achieve this through, for example, raising the quality of support for employers and making it easier for them to partner with local schools.

4.23 We will develop a new vision for work experience and will review the DCSF work experience standard expected of work experience in time for the start of school in September 2010.

We want placements of all types to be on offer – short, extended, internships and for both pre and post 16 education; but it is vital that they are all of high quality so they provide young people with an insight into the skills and attributes they will need for the world of work.

¹⁶ *Building stronger partnerships*, DCSF, 2009; *The work-related learning guide*, DCSF second edition, 2009;

Teacher guide and employer guide, Education and Employers Taskforce, 2009

¹⁷ *Emerging stronger: the value of education and skills in turbulent times*, CBI, 2009



4.24 To deliver sustained improvements in the quality of work experience we will:

- **consult on whether to make the DCSF standard for work experience a mandatory requirement**, to ensure a universally high standard of delivery so that all young people and employers get the best out of work experience placements;
- **look to strengthen and raise the profile of the Institute for Education Business Excellence annual employer awards scheme for excellence in work experience**, to celebrate the role employers play;
- continue to work with the Institute for Education Business Excellence to **promote best practice to schools and employers and develop standardised materials that assist the process of establishing work placements**;
- work with the Professions Collaborative Forum to **secure commitments from the professions, and will examine the scope of third sector providers, such as the Social Mobility Foundation, to provide more work placements**;
- build on the success of a 'Big Conversation' national event, organised by Business in the Community, to **expand and improve work experience by funding further events in regions and sectors**, to help make best practice common practice;
- **look to Education Business Partnership Organisations to challenge stereotypes in career choices and to strengthen their focus on professional work placements, tasters and mentoring for those from disadvantaged backgrounds with the ability to enter the professions**;
- **support the development of new on-line, virtual work tasters to give young people insight into career options, focused on the professions**;
- **promote more opportunities for work experience for young people aged 16-18, in line with RPA and our ambition to extend career education to 18; and**
- **encourage the public sector to do more, by engaging public sector employers in the Big Conversation roll-out, and by ensuring that DCSF leads the way as an employer in its own right, implementing a more structured and focused approach to work placements.**

Additional help for vulnerable groups

4.25 There is also a place for specific initiatives to help vulnerable groups of young people to get the most from mentoring and work experience opportunities. They arguably have the most of all to gain from such approaches, but because of their additional needs they may find it difficult to fit into arrangements that are developed with the general population of teenagers in mind.

From Care2Work

From Care2Work is a new Government sponsored programme that provides pathways to employment for young people in care. Announced in the New Opportunities White Paper in January 2009 it was launched in July 2009, and aims to be mainstreamed in every English local authority by April 2011. It is run by the National Care Advisory Service (NCAS), which is signing up employers including Tesco, O2, Aviva and Marks and Spencer, and linking them with local authorities to provide bespoke 'work experience to employment' opportunities for young people from care. More information is available via the NCAS website: www.leavingcare.org.



Aspiring to Higher Education

4.26 Information and advice about HE can have a significant impact on encouraging young people's aspirations and achievements, especially those from families with little or no HE experience. Visits to universities, strong school/university links and direct engagement with undergraduates and lecturers can help break down barriers. Talented young people from all backgrounds need to be encouraged to consider the most selective institutions and courses, where that is a viable option for them. We must prevent young people from being deterred from applying because they feel "it is not for them" or "they wouldn't fit in". This process should begin at the earliest practical age.

Aimhigher – Research Mentors

Nimca came to England in 2004 from Somalia, when she spoke only a few words of English. Along with her family, she settled in Liverpool, joining Childwall Sports College. Originally Nimca didn't think university was for her, but she was asked to join a research project run by Aimhigher Greater Merseyside and this opened her eyes to the possibility. Through her dedication she became a Research Mentor, giving presentations at conferences, and taking part in a roundtable debate with then Higher Education Minister, Bill Rammell. Nimca stayed on at Childwall Sixth Form to take AS and A2 in Biology, Chemistry and Travel and Tourism. She has now completed her A Levels and has started reading Pharmacy at The University of Reading.

Supporting School – HE links

4.27 The HE strand of the work of the National Council for Educational Excellence (NCEE) highlighted the importance of IAG in improving progression to HE for some of the most disadvantaged young people in our society. The recommendations explicitly include HEI links with schools and colleges to support better take up and wider participation in science and maths related subjects, and in modern foreign languages. The NCEE Implementation Plan set out how (the then) Department for Innovation Universities and Skills (DIUS) and DCSF were working together, at the highest level through a cross departmental Ministerial group, on IAG. Department for Business Innovation and Skills (BIS) and DCSF Ministers will continue that close work to oversee the implementation of this strategy and to continue to embed the policy of sustained and meaningful links between schools and universities.

4.28 Following the recommendations of the NCEE and in recognition of the importance of sustainable school-HE relationships, HEFCE invited universities to undertake research that will provide evidence of effective practice in models of school-HE links. 11 projects have been awarded funding to research and evaluate institutional practice of links between schools, academies, trusts, colleges and HEIs.

University of the West of England (UWE) and City Academy, Bristol

UWE recruits large numbers of young people from under-represented and minority ethnic backgrounds. In 2001, UWE decided to co-sponsor the new City Academy, Bristol. At first support focused on curriculum design, pedagogy and student support but over time the university became involved in mentoring pupils and in family centred activities that brought parents and carers onto the campus. This developed later to include:

- the provision of literacy support for Year 7 pupils
- lunchtime, breakfast, homework and Saturday morning clubs
- Easter revision classes for Year 12 students
- personal finance lessons for Year 13 (covering budgeting for student life)
- University pre-entry classes and assistance with UCAS personal statements
- student mentoring
- awards for good attendance and subject achievement.

The partnership is making a difference. Applications to UWE from the City Academy have increased from 1 in 10 to 1 in 4 over the last 5 years.



4.29 These projects will provide models of developing successful links with schools and colleges which will be shared across the HE sector so that individual institutions can select and then apply those aspects that are most appropriate to their needs and strategic priorities. The following three elements are being considered:

- shared governance and strategic planning arrangements with school-HE links featuring both in school improvement and HEI corporate plans
- co-operation on curriculum development with schools and HE providers identifying areas where joint working and exchanges could provide mutual advantage
- support for learners including enhanced arrangements for IAG, particularly at key transition points in the 13-19 age phase, so that the full range of HE destinations are considered by learners.

Enabling young people to progress to HE

4.30 We want all young people with the ability to enter HE to have an opportunity to do so regardless of their background. This means ensuring that all young people and their families understand the benefits of HE and get the support they need to access the full range of opportunities, including at the most selective universities. Our ambition is that every young person should have an experience of HE during their time at school. HE is a gateway to a professional career and affords wider benefits too, such as higher average lifetime earnings. Young people therefore need to be able to make informed and balanced decisions about HE, since their choices will have a major impact on every aspect of their future lives.

4.31 Talented young people with the potential to succeed at the highest levels but who come from disadvantaged backgrounds need and deserve particular help and support, if their potential is to be fully realised.

Aimhigher – a taste of Higher Education

Chelsea Cook lacked self-confidence as a result of intensive bullying. Despite this, it was clear that Chelsea had the potential to succeed in her studies. Chelsea received help from an Aimhigher Learning Mentor and participated in a variety of Aimhigher activities, including 'Teaching Taster' days, UCAS preparation days and an Aimhigher summer school at Reading University. The summer school helped Chelsea to realise that she could be the first in her family to go to university and gave her the confidence to pursue this. Chelsea is currently taking a gap year before going to Canterbury Christ Church University to study Crime and Policing.

4.32 Government has announced in the New Opportunities White Paper **a guarantee that high performing pupils from low income backgrounds will have a structured package of assistance to help them progress to HE.** Schools and colleges working in close partnership with HEIs are key to delivering this commitment. **We will publish, early in 2010, further details and plans on how to deliver against this commitment.**

4.33 Widening participation activities of this kind are currently funded from a variety of sources, including Aimhigher, the HEFCE widening participation allocation, universities' own resources, as well as funding from local authorities, schools and colleges. **We will continue to focus existing resources within Aimhigher and Aimhigher Associates on ensuring more pupils from low income backgrounds receive the structured support set out above.**

4.34 To ensure every young person identified by their school has access to this assistance **we will strengthen the links between key partners locally, particularly between Gifted and Talented co-ordinators and the Aimhigher partnerships.**

DCSF, BIS and HEFCE will work closely with local partners to ensure the arrangements are in place to deliver this important new guarantee.

4.35 **For the first time, this year universities have been required to produce widening participation strategic assessments (WPSAs).** These assessments set out the broad level of resources that institutions will commit, including their outreach work with schools and colleges. Submission of a WPSA will be a condition of the continued receipt of the HEFCE Widening Participation (WP) allocation. This year HEFCE have also transferred further funding into the widening access element of the WP allocation which, together with the WPSA, will strengthen HEI/school and college links.

4.36 Recognising the strategic importance of these links we will generate the following improvements which, taken together with the measures above, will significantly increase the opportunities for mentoring and work tasters for young people from disadvantaged backgrounds, thereby meeting the recommendation of the Panel on Fair Access to the Professions to make such opportunities available to 3000 young people in years 9 to 13:

- **We will help all schools and colleges to improve how they inform young people about HE and its benefits – through the statutory guidance for secondary schools and drawing on the Key stage 2 Pathfinders**
- **We have made available £1.25 million to enable 160 National Challenge schools to run an HE Experience for their Year 9 pupils during 2009**
- **City GATES will support progression to HE for disadvantaged gifted learners in City Challenge areas¹⁸**
- **Outside City Challenge areas we will ensure that disadvantaged gifted learners will be amongst those benefiting from personalised support and the innovation fund**
- **We are working with UCAS and DirectGov, the two main entry points for people searching for information on HE, to provide better signposting and links to the information which potential students need**
- **We will bring BIS and DCSF programmes into closer alignment to support disadvantaged young people to achieve fair access to competitive HEIs and, subsequently, the professions.**

4.37 We are encouraging all learning providers to make sure that an experience of HE is a feature of their support for young people. Visits, undergraduate mentoring, summer schools and a range of often imaginative and innovative links between schools, colleges and universities can all help young people and their parents to gain a full appreciation of the benefits of HE.



¹⁸ City Challenge areas are London, the Black Country and Greater Manchester

On-line access to IAG

5.1 IAG must be delivered flexibly, reflecting the needs and reflect the preferences and lifestyles of this generation of young people. Most young people today, having grown up with the internet and mobile phone technology, are highly technically capable and confident users.

5.2 Access to technology and on-line services is more widespread than ever before and through our Home Access programme we are taking steps to provide disadvantaged families with school aged children with home internet access. Following successful pilots in Oldham and Suffolk we will begin to roll out the programme across England from December 2009, with the aim of benefiting more than 270,000 households by March 2011.

5.3 The on-line survey from BYC, NCB and Young NCB demonstrates the increasing importance of the internet to young people, with nearly 61% of respondents citing it as their key influence on careers as against 65% for parents, nearly 60% for friends and 58% for teachers. Technology has considerable potential to transform access to high quality IAG, enabling young people to acquire relevant information quickly and at the times that suit them. For example, social networking, web-chat and on-line video content all offer ways for young people to gain insights into different careers. Interactive technology enables much more personalised delivery of IAG, responding effectively to young people's interests.

Further developing Connexions Direct

5.4 Connexions Direct is our main on-line and telephone service offering advice, support and information to young people. This regularly updated website offers information on a range of teenage issues, from careers and learning to money, health and relationships. We have designed Connexions Direct to be as accessible as possible to disabled young people by making use of assistive technology. We have also put young people at the heart of our quality assurance arrangements. Feedback from young people suggests that they value information that is realistic, balanced, practical and which is not patronising. Our IAG offer for young people will exploit a range of digital technologies.

5.5 We will develop and improve Connexions Direct so that:

- **young people have a more seamless experience by creating immediate call transfers from helplines to local advisers;**
- **the content is reviewed and updated regularly and by delivering content through a variety of channels, including social networking, video sharing and other specialist advice sites, it will help young people access a range of information from a variety of sources before making their decisions.**

Increasing links to other sites

5.6 We know that young people want information from multiple sites. That is why Connexions Direct currently signposts over 100 different sites offering further help and advice. We will continue to work with stakeholders to build effective and efficient reciprocal links to existing and new provision, to help young people to find the information they need quickly and easily.

5.7 **We will continue to strengthen the links with other on-line service providers and employers, including better signposting to information for potential HE students.**

5.8 **And we will improve the links between Connexions Direct and the labour market information on Sector Skills Council websites.**

We will also establish links to home pages for the Sector Skills Councils, professional associations and societies, and Royal and Chartered Institutes to support young people in accessing information related to the professions.

Innovation in on-line services

5.9 Where possible, young people should have the opportunity to hear directly from people who have already chosen a particular learning route or career and who can “tell it as it is”. We will exploit on-line opportunities for young people to provide peer to peer support, feedback mechanisms and seamless links to other facilities. **We will therefore develop or work with existing on-line communities so young people can access:**

- an on-line moderated chat room, which provides a discussion forum on current issues
- a message board where people can post views and seek opinions
- a web-cam facility which allows young people to have confidential face-to-face conversations with an adviser.



Making the 14-19 Prospectus and the Common Application Process work for young people

5.9 From September 2011 the Common Application Process (CAP), linked to the 14-19 Prospectus, developed by local authorities, will enable young people to apply for post-16 courses on-line. Forward thinking providers of on-line 14-19 Prospectuses have included software which young people can use (with learning providers or independently), to develop their own Individual Learning Plan. **We will enable the development of 14-19 Prospectuses to provide a user-friendly, fully searchable directory of the education and training available.**

Wolverhampton's Individual Learning Plan

My-iPlan is a secure (password-protected) on-line environment where learners aged 14 to 19 can access and input key information about themselves, their learning, their progress and their plans for the future. Each learner owns their iPlan in which they can express aspirations, set and review personal goals and clearly see the progress they're making and the feedback they've received. To ensure every learner's iPlan is authentic and accurate, any information entered by the learner must be validated by an adult involved in their learning. Information is drawn from young people's my iPlan to create applications for learning opportunities through a Common Application Process.

Informing young people about Apprenticeships

5.10 The Apprenticeships website, developed by the National Apprenticeship Service (NAS), for the first time enables prospective apprentices across the country to search and apply for Apprenticeship vacancies on-line through a single website.

Assuring quality

5.11 We will also continue to seek young people's views about their user experience, market trends and future developments to improve the services they receive. We will:

- ask our on-line young people's advisory panel to help steer service design and delivery.
- conduct more detailed analysis of website usage over the coming year to help identify how people prefer to navigate, how quickly they find information, and which destinations are most popular.
- further develop existing rating and feedback systems for individual articles and pages by comparing our approach with that of other organisations, to identify best practice.



Making it happen – the strategic leadership role of local authorities

Why local authorities must ensure the provision of high quality IAG

6.1 Local authorities are the local strategic leaders for the provision of IAG. With this leadership goes the responsibility for ensuring that the IAG on offer to all their children and young people is of high quality, enabling each and every one of them to reach their potential. Local authorities must use their commissioning powers and work through Children's Trusts and 14-19 partnerships to make this happen.

6.2 The strategic leadership role of councils for the provision of IAG derives in part from the duties on Directors and Lead Members for Children's Services to improve the outcomes of all children and young people aged 0 -19. Ensuring children and young people receive the IAG they need so they can make good choices about their futures is essential for improving their outcomes.

6.3 Children's services departments may bear much of the responsibility for the delivery of IAG, but it is important to recognise that the whole of the council has a significant interest in IAG too. Local authorities have duties to improve wellbeing and powers to drive economic prosperity for example, both of which are crucial in enabling them to exercise effective local leadership. High quality IAG has a major part to play in bringing these corporate council responsibilities to life for young people, their families and for communities.

6.4 For example, councils both individually and sub-regionally within Multi-Area Agreements (MAAs), as in Greater Manchester, are working to tackle worklessness. High quality IAG is crucial to help match young people's talents with local employment and training opportunities. There is little point in lots of young people training for a particular kind of job if by the time they are ready to enter the labour market the most promising local and regional employment opportunities lie in another field entirely. This emphasises how important it is that local authorities have access to continually updated analyses of local and regional labour market trends, and that they share the results promptly with all those who deliver IAG to young people in schools, colleges and other local settings.

The 16-19 funding transfer will support local authorities in delivering more coherent provision for young people, including high quality IAG

6.5 From April 2010 local authorities will be responsible for the planning, commissioning and funding of provision for 16-19 year olds, young people up to age 25 with learning difficulties and/or disabilities assessment is in place, and young offenders in youth custody.

6.6 To ensure provision is coherent and reflects the reality of young people's travel to learn pattern, rather than administrative boundaries local authorities will work together in sub-regional groups. They will also come together at a regional level to ensure that plans meet the economic and skills needs of the region and deliver young people's entitlements. This work will be supported by strategic data and analysis provided by the Young People's Learning Agency. Ensuring the delivery of high quality, relevant IAG should be an important item on the agenda of every Regional Planning Group.

6.7 The 16-19 reforms should help local authorities to create more coherent provision for all young people right across the age range. The fact that it will become more straightforward for councils to work with partners to put together integrated packages of learning and support should be of particular benefit to the most vulnerable and disadvantaged young people, many of whom may be at risk of becoming NEET. IAG must always be part of these packages.

Raising the age of participation in learning requires a step-change in the quality and consistency of IAG

6.8 It is absolutely clear that local authorities will not be able to fulfill the new duties they are gaining from the raising of the participation age in learning unless they also ensure that the IAG on offer in their areas is of consistently high quality, across all settings. This means a step-change in the quality of local IAG provision is needed, and this in turn requires local authorities and their partners to place higher strategic priority on IAG than is sometimes the case now.



6.9 To help local authorities meet this challenge we are trialling in selected areas the kind of comprehensive local approach that will be required if young people are to get the most from the raising of the participation age in learning. Delivering IAG is at the heart of three of these trials in Derby, Lambeth and Staffordshire. We intend through these trials to inform our national policy and guidance to local authorities. In late autumn we intend to produce a delivery plan and in spring 2010 to pull together the good practice from the trial areas to inform future planning. **Next year we will also publish statutory guidance and directions for local authorities on the management of their IAG responsibilities.**

Ensuring young people receive an integrated offer of IAG, learning and support

6.10 In *Youth Matters* we set out the expectation that local authorities would create integrated youth support services (IYSS) for young people. Since then local authorities have made good progress, with many areas starting to see an improvement in young people's outcomes as a result. But there are common challenges across the system if councils are to exploit fully their new leadership roles.

6.11 The greater focus on improving the quality and range of IAG services that is now required needs to be part of a much stronger alignment between the commissioning of IYSS and 14-19 learning, so that young people's overall needs are placed at the centre of all the relevant local plans.

6.12 Stronger partnerships will be essential for this. That is why we are extending statutory membership of Children's Trusts, since schools, academies, FE and sixth form colleges all have a major role in delivering better outcomes for young people, including through the delivery of effective IAG.

Commissioning high quality services

6.13 As well as giving local authorities the strategic responsibility for ensuring the provision of high quality IAG we have also provided them with the scope to work in the ways best suited to local needs, structures and priorities. Exactly how local authorities decide to configure their arrangements is therefore up to them; however, embedding IAG services firmly within their overall commissioning processes is non-negotiable, as is linking IAG with their broader integrated support systems for young people.

6.14 Evidence from Ofsted¹⁹ shows that in at least some localities Connexions advisers are succeeding in raising young people's awareness of the range of opportunities available to them. Local authorities must seek to realise the potential contribution of other organisations too, in particular within the third sector. These agencies are often well placed to engage young people who tend to shun services, providing them with IAG on personal, social, health and financial problems and helping those not in education, employment or training to develop the skills needed to re-engage in learning.

6.15 In most local areas 14-19 partnerships of schools, colleges and learning providers, convened by the local authority, provide the forum for the strategic planning of IAG and for ensuring that the IAG needs of their young people are met. The active role of schools and colleges in the partnership should help ensure improvements in the standards of commissioned services.

6.16 Involving young people in the design, delivery and review of IAG services helps to ensure that what is provided really meets their needs. The good practice that is already going on in some localities needs to become common practice everywhere.

Mancroft Advice Centre, Norwich

The Mancroft Advice Project (MAP) is a third sector project providing young people aged 11-25 in and around Norwich with access to independent IAG and associated support. MAP provides space for young people to hang out; with refreshments and internet and telephone access to other support services. The project also:

- runs a housing outreach team with Connexions Norfolk
- provides a Homelessness Education Worker who works with young people preparing to leave home
- involves the local college and youth workers from children's services who attend the drop in centre
- delivers training to midwives and health professionals about best practice in working with young fathers
- delivers training to social workers and probation officers on sexual health issues

Hull City

A 14-19 IAG Strategy group monitors, evaluates and quality assures all IAG provision across the city. Membership includes representatives from Hull City Council, Connexions, learning providers, the Education Business Partnership and Aim Higher. A linked network of providers and schools hold termly IAG Good Practice meetings and a comprehensive Hull '14-19 Learner Entitlement' sets out expectations for IAG provision locally. The 14-19 Partnership has agreed an Improvement Plan for careers education and IAG and has committed to developing the workforce, the area prospectus and CAP. All schools will work towards achieving the Hull IAG Gold Standard, a local quality award which is also available to colleges and work based learning providers. Nine schools currently hold the Gold Standard, with others awaiting assessment or working towards it. An e-Individual Learning Plan is being introduced to support advice and guidance processes. The Area Prospectus and on-line application system will be used by all schools this year.



Young people supporting IAG delivery

In Oldham the Connexions service has worked hard to listen to young people's views about the services they need and how they would like them to be delivered. The Connexions Personal Adviser involved young people in devising a plan to support schools, including designing the Connexions web page on the school system and giving feedback on publicity materials.

Developing the IAG workforce

6.17 High quality IAG depends to a considerable degree on the skill and commitment of the professionals who offer it on the front line. It is therefore important that those who specialise in this area of work receive the training, support and career development to do the best possible job. We have set out in Chapter 2 the range of resources and support being made available to school professionals to improve IAG, as well as our intention to establish a Taskforce on the Careers Profession, to report in summer 2010.

6.18. In its 2008 inquiry into IAG, the Skills Commission expressed concern about the arrangements for the initial training and continuing professional development of careers specialists. The number of Personal Advisers holding a specialist qualification in careers guidance has declined and, although new on-line resources have been made available, more radical changes are needed to ensure that all of them can provide high quality IAG. As integrated youth support teams develop, local specialist staff who deliver IAG will benefit from the reforms to youth workforce development programmes; however, we intend further support to recognise their careers expertise.

6.19 A joint CWDC/LLUK review of the skills requirements of careers specialists working with young people and adults has been commissioned. This will report in spring 2010 and will provide the basis for the development of a new qualifications and training framework for careers advisers. The outcomes will feed into the work of the Task Force on the Careers Profession.

6.20 As part of their strategic role, local authorities must ensure that the workforce has the skills and training to provide a high quality service to young people. The forthcoming directions and statutory guidance will set out local authorities' responsibilities for ensuring suitably qualified staff are delivering IAG.



A smooth transition post-16

6.21 Local authorities are responsible for delivering the September Guarantee - the offer of a suitable education or training place to all young people by the end of the September in the year they reach sixteen. (The extension of the September Guarantee to 17 year olds provides those who do not continue in learning after leaving compulsory education, or who subsequently leave, with a further chance to learn.) The Connexions service has a key role in helping young people to navigate this transition well, helping to prevent them from becoming NEET through early intervention where it is needed, and working closely with schools and other partners to ensure those who need additional help receive it. In the light of the increased economic pressures **we need to refresh our strategy for preventing young people from becoming NEET. We will publish further proposals later in the autumn.**

6.22 Connexions services also provide a learning assessment for young people with learning difficulties and/or disabilities who can benefit from an assessment to support their transition to post-16 education and training. **We will shortly issue revised guidance on these assessments, following an extensive consultation exercise.**

More joined up services for young people and adults

6.23 We are committed to continuing to provide distinct, dedicated IAG services for young people as we believe that this is the best way to meet their needs. However, we also want to ensure a consistent approach to IAG across all phases of learning. These goals are not mutually exclusive but they do mean that care is needed when services are designed and delivered across the various age breaks, to avoid unintended gaps into which the most vulnerable are particularly likely to fall. We are committed to an all-age careers strategy, to ensure that IAG services for young people and for adults support smooth transitions.

6.24 Building on international experience, we have therefore commissioned proposals on how we might adopt a 'careers blueprint' model for primary, secondary, post-16 and adult learning providers in this country. This would set out the outcomes that teachers and careers practitioners need to help young people to achieve, thereby encouraging a shared understanding and stronger partnerships for lifelong learning.

6.25 It is particularly important that Connexions services and Jobcentre Plus work well together to support young people to make the transition into secure and sustainable employment.

6.26 From Autumn 2010 young people aged 19 will be able to choose to access either Connexions or adult IAG services and arrangements already exist between Connexions and Jobcentre Plus for young people below the age of 18 to contact Connexions in order to claim benefits. We are also trialling integrated approaches to delivering employment and skills services to adults by making nextstep support available to 19 year olds and unemployed, 18 year old Jobcentre Plus clients.

6.27 The ten 'prototypes' for the new adult advancement and careers service networks are testing innovative approaches to joint working with other services, including local authorities and Connexions services. Once the new adult advancement and careers service has become established we will in 2011 consider the effectiveness of these arrangements for joint working and whether any changes are needed.

Driving continuous improvement in the quality of IAG

6.28 As part of the Comprehensive Area Assessment (CAA) process which is coming into force Ofsted will consider how well local services gather and respond to the views of children, young people, parents and employers. Many local authority performance indicators (particularly those focused on attainment and wellbeing, young people's participation in education, employment or training, and their participation in positive activities) are strongly influenced by the quality of IAG provision. Progress against those indicators is an important part of the CAA.

6.29 We will also expect all local authorities to meet the IAG Quality Standards (Annex 2), which were developed with the benefit of considerable input from the field so they reflected what is generally agreed to be best practice. All local authorities should have processes in place that assess the quality of their IAG offer against the Standards and ensure they take action when improvements are needed. The IAG Standards will be given force through the directions and statutory guidance for local authorities due to be issued in spring 2010.

6.30 As part of their strategic leadership role local authorities should put in place arrangements for holding local partners to account for the effective delivery of their IAG responsibilities. This will often be best done through the Children's Trust.

6.31 Government Offices will negotiate annual targets with local areas as part of the Local Area Agreement (LAA) process, and will broker improvement support packages to address local priorities including, where necessary, deficits in terms of the delivery of high quality IAG.

The future of LA commissioned provision

6.32 A year has passed since local authorities were given responsibility for Connexions and the ability to decide how best IAG services should be delivered within their local context. There are a range of models now in existence: provision of IAG services has been taken in-house by some councils and some Connexions companies are now wholly local authority owned and are often part of broader service partnerships.



6.33 Although localities are at very different stages, all are in the process of creating integrated youth support services as required by *Youth Matters*, with Connexions central to their efforts. At the same time they are also heavily focused on preparing for the 16-19 funding transfer in April 2010, with all that entails – including managing the transfer of staff from the Learning and Skills Council. Making sure the funding transfer is a success is crucial in itself, as well as being important preparation for the raising of the age of participation in learning in 2013.

6.34 In his report on Fair Access to the Professions Alan Milburn proposed that the Connexions service be disbanded and its funding devolved to schools. Concerns have also recently been expressed in some other quarters about the quality of IAG provision delivered through Connexions, although there is also some authoritative evidence from Ofsted²⁰ that presents a much more encouraging picture. It seems likely therefore that the quality of IAG delivered through Connexions varies quite considerably across areas. At the same time there is some evidence²¹ to suggest that the IAG offered by some schools is not impartial, or is simply dull and ineffective. Transferring responsibility to schools does not therefore offer a straightforward guarantee of improved quality.

6.35 Structural change at this point in time could also de-stabilise and potentially disrupt the efforts currently being made to integrate youth provision, just as these arrangements are starting to settle down in the areas that are leading the way. We also have to consider the implications for the 16-19 funding transfer and do not want to distract attention and potentially undermine its success, since this would put at risk one of the fundamental building blocks for raising the age of participation in learning in 2013. So we have considered the panel's proposals carefully and have concluded that now is not the right time to make such a significant change.

6.36 We all want to see the quality of IAG improve and local authorities must take the lead in making this happen. Local services are now on notice to improve and if improvement is not forthcoming we will not hesitate to take further action. The Panel's proposal remains very much on the table. For this reason we will formally review the quality and effectiveness of local authorities' delivery of IAG in 18 months to two years. We believe that this provides a reasonable timescale for every local authority to manage the process of integrating their provision for young people, with high quality IAG at its heart. The review to be carried out in 2011 gives councils the opportunity to demonstrate that giving them the strategic lead they had asked for is delivering significant benefits to their young people, as well as to the local economy. If Connexions is not able to deliver demonstrable improvement against a range of indicators by then I will take further action, including devolving budgets for careers guidance from local authorities to schools and other front line providers

Delivering on our commitments

6.37 In Annex 3 we set out the timetable for the key developments set out in this document.



²⁰ Ibid, Ofsted, 2009

²¹ *Careers guidance and participation in education: findings from the YELLIS dataset*, Sutton Trust, 2009

Annex 1:

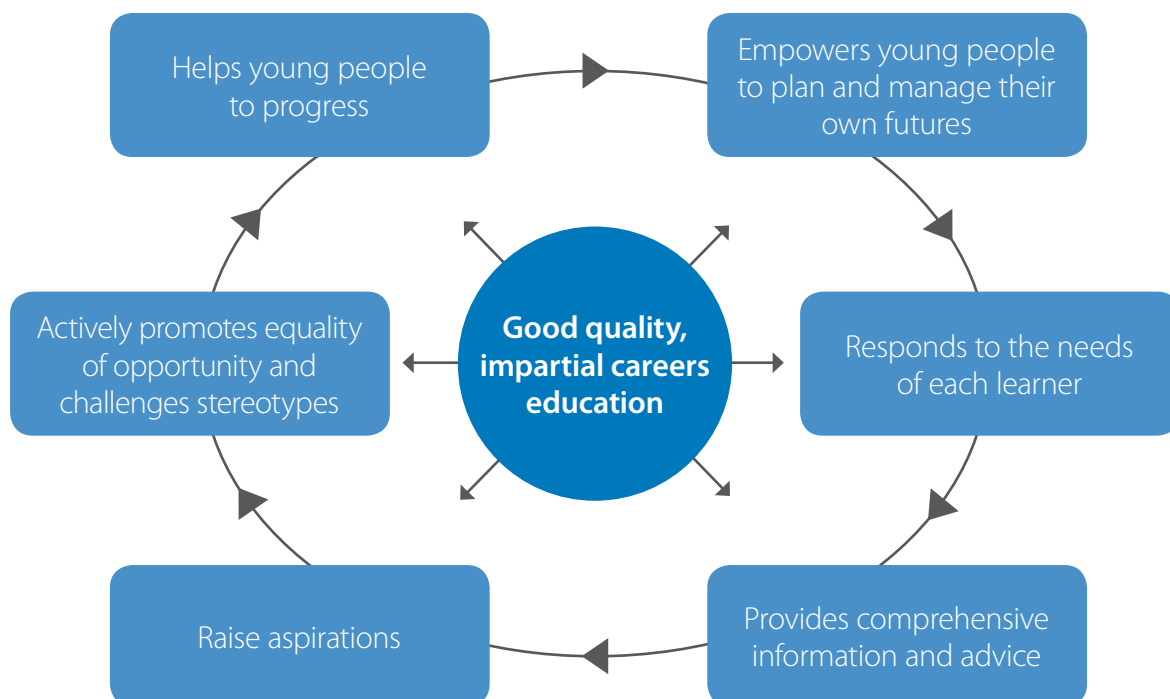
Principles of Impartial Careers Education

Changes made by the Education and Skills Act 2008 require schools, in the delivery of their statutory requirement to provide careers education, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils.

This Guidance identifies 6 “Principles” of good quality, impartial careers education: namely that it:

- Empowers young people to plan and manage their own futures

- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress



Annex 2:

The Quality Standards

- 1** Young people are informed about how information, advice and guidance services can help them and how to access the services they need
- 2** Young people receive the information, advice and guidance on personal wellbeing and financial capability issues that they need
- 3** Young people have the information they need to make well-informed and realistic decisions about learning and career options
- 4** Young people have the advice and guidance that they need to make well-informed and realistic decisions about learning and careers
- 5** Information, advice and guidance services promote equality of opportunity, celebrate diversity and challenge stereotypes
- 6** Young people (reflecting the make-up of their communities) are engaged in the design, delivery and evaluation of information, advice and guidance provision
- 7** Parents and carers know how information, advice and guidance services can help their children and know how these services are accessed
- 8** Information, advice and guidance providers understand their roles and responsibilities
- 9** Programmes of career and personal development for young people are planned and provided collaboratively
- 10** Staff providing information, advice and guidance are appropriately qualified, work to relevant professional standards and receive continuing professional development
- 11** Information, advice and guidance services are regularly and systematically monitored, reviewed and evaluated, and actions are taken to improve services in response to the findings
- 12** Processes for commissioning impartial information, advice and guidance services are effective and result in services that meet the needs of parents/carers and young people.

Annex 3:

Timetable of Key Developments

Timing	IAG Action	Related action
October - December 2009	<ul style="list-style-type: none"> • Statutory guidance for schools published • Resource pack supporting statutory guidance for schools also published • Key stage 2 Pathfinders begin to explore the impact of career-related learning on raising aspirations • Raising the Participation Age IAG trials begin in 3 areas • National College regional conferences on IAG • National College guidance on leadership of IAG in schools published • Revised statutory guidance on s139 learning difficulty assessments issued to LAs published • Careers Co-ordinator research report published 	<ul style="list-style-type: none"> • Updated NEET strategy published • Government's response to the Fair Access to the Professions Panel's report published • Ofsted publish thematic review into economic well-being • Report of PSHEe consultation published • RPA Delivery Plan produced • September Guarantee guidance issued to LAs • ACSL Bill receives Royal Assent (subject to parliamentary approval)
Spring term 2010	<ul style="list-style-type: none"> • Consultation and publication of directions and statutory guidance for Local Authorities • Invite bids for IAG projects under Youth Sector Development Fund grant competition • Targeted marketing for Connexions Direct undertaken • CWDC/LLUK review of the qualifications for careers specialists completed 	<ul style="list-style-type: none"> • Responsibility for 16-19 commissioning transferred to local authorities

Summer term 2010	<ul style="list-style-type: none"> • First RPA cohort choose option for year 10 • Employer Taskforce reports on employer engagement in IAG • Taskforce on the Careers Profession reports 	<ul style="list-style-type: none"> • Apprenticeships framework included in UCAS system
Autumn term 2010	<ul style="list-style-type: none"> • All secondary school pupils have access to support from a personal tutor • Connexions Direct on-line moderated chat-room launched • New work experience standard introduced 	<ul style="list-style-type: none"> • Adult advancement and careers service launched
Sep 2011	<ul style="list-style-type: none"> • Review the quality and effectiveness of local authorities' delivery of IAG 	<ul style="list-style-type: none"> • New primary curriculum adopted • Common Application Process rolled out
Sep 2013	<ul style="list-style-type: none"> • Raise statutory age for careers education 	<ul style="list-style-type: none"> • Apprenticeship Entitlement delivered • Participation age raised to 17
Sep 2015		<ul style="list-style-type: none"> • Participation age raised to 18



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